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Bulletins Nos. 49 and 56 of that Bureau, reports which the present volume admirably supplements.

W. F. WILLOUGHBY.

Citizenship and the Schools. By JEREMIAH W. JENKS. (New York: Henry Holt and Company. 1906. Pp. viii, 264.)

To bring together in a single volume essays and addresses written at long intervals on various themes, is to take large risks with literary unity. In the present instance the title is obviously an after-thought, suggesting retrospectively the general trend of the author's thinking on public questions during some fifteen years. Of the nine chapters all deal directly or indirectly with problems of education; five have to do with training for citizenship in the largest sense. There is a distinct continuity of thought in these five chapters. Professor Jenks is convinced that "not all, but a large part of our social evils come not from wickedness or hard-heartedness or injustice—though all these, too, bring evils in their train—but merely from a maladjustment of social relations." The task of social reformers, then is to effect wise readjustments. Individuals and institutions must be taught to adapt themselves to changing circumstances. This adaptation may be furthered by many agencies, but by none more than by the public school. Training for citizenship should be a matter of prime concern to all teachers from the kindergarten to the university. By training for citizenship is not meant merely formal instruction in history and civil government, but rather "the awaking of a living interest in public affairs, the arousing of a determination to see and judge political life fairly and impartially as it is, the kindling of a resolve in the student's mind to stand for the best and noblest measures in the State."

The most serious of these maladjustments, from which society now suffers, are industrial. On every hand workingmen fail to fit into industrial society as at present organized. Such failures are partly due to individual defects, but also to industrial conditions for which workingmen are not responsible. Professor Jenks believes that the public schools may render far more effective service than at present by lessening the technical inefficiency of the workingman and by giving him greater power of adaptation to his shifting environment. Manual training in some form is a valuable means to this end, not merely because it teaches greater technical skill, but also because

it may serve to develop in the pupil the power of spontaneous self-direction and the consciousness of social responsibility.

In one instance Professor Jenks has not lived up to his doctrine of adaptation. It seems hardly worth while to reprint the article on School-Book Legislation, now fifteen years old. The appended note does not altogether compensate for the lack of revision.

ALLEN JOHNSON.

Executive Journal of Iowa, 1838-1841. By Gov. ROBT. LUCAS, edited by BENJAMIN F. SHAMBAUGH, Professor of Political Science in the State University of Iowa. (Iowa City, Iowa: The State Historical Society of Iowa. Pp. 103. 1906.)

In this book, we have a most important contribution to the sources not only of the history of one of the leading States of the Mississippi valley, but also of the history of the workings of the federal territorial system. The form in which the work is presented is so excellent as to be worthy of especial praise. In typography, paper, indexing, and binding, this volume is so admirable that it is both convenient and pleasant to use. It contains the papers and proclamations which the first governor of Iowa Territory issued during his administration, and an examination of the calendar of contents shows how varied a field his administrative duties covered. The papers deal with such diverse subjects as: the boundaries of the territory, the organization of the assembly and of county government, the formation of a territorial library, the improvement of the Mississippi river, the election of a congressional delegate, the establishment of the seat of government and the erection of public buildings for capitol and penitentiary, the sale of lands, the relations with the Sac and Fox Indians, the militia, the nomination of officers, and the veto of legislative bills. An appendix comprises a "memorandum of bills, resolutions, etc., submitted and the action taken upon them." The book is valuable for all students of political science, in that it shows how a conscientious, fair-minded man undertook the problems of territorial government in the middle of the nineteenth century. Professor Shambaugh's introduction and notes are all too brief. It is well to work out the problem of the handwriting of the journal, but a host of queries, as to persons, places, and events to which reference is made, arise, while one reads the journal, and to these the volume gives no